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ACADEMIC ACHIEVEMENT IN RELATION TO SOCIAL MATURITY OF TRIBAL ADOLESCENT GIRL STUDENTS

¹Sangita Gountia and ²Dr. Pravabati Guru

¹Ph.D. Scholar, Sambalpur University, Sambalpur

²Professor of Home Science, Sambalpur University, Sambalpur

Introduction

Academic achievement and social maturity are essential for an individual to function effectively in day-to-day life. The present research study is an attempt to examine the effect of academic achievement on the social maturity of tribal adolescent girl students.

Adolescence is a unique stage of human development characterized by significant physical, emotional, psychological and social changes. During this period, adolescents face various social challenges, particularly difficulties in adjusting to social groups and developing appropriate interpersonal relationships. Adolescence represents a transition from childhood to independent adulthood and is generally regarded as a critical period of development. Education is a fundamental developmental process that extends from childhood through adolescence and prepares an individual for adulthood. However, several factors influence the educational process during this stage and may have a significant impact on academic achievement.

Academic achievement is of great importance not only to students but also to their families, teachers and society. It reflects the extent to which a student has acquired knowledge and skills through the educational process. At the same time, social maturity refers to the development of attitudes, behaviours and interpersonal skills that enable an individual to adjust effectively to personal, interpersonal and social situations. These aspects are particularly important during adolescence, as they influence an individual's ability to interact with others, adapt to social expectations and function effectively within society.

Tribal adolescent girls may experience distinctive educational and social circumstances that can influence their academic achievement and social development. Therefore, understanding the relationship between academic achievement and social maturity among tribal adolescent girl students is important. Hence, the present study has been undertaken with the specific purpose of examining the effect of academic achievement on the social maturity of tribal adolescent girl students.

Understanding academic success

Measures of academic achievement refer to the extent to which students are able to attain their short-term and long-term educational goals. Academic achievement encompasses more than students' examination scores or final grades; it reflects the successful acquisition and application of knowledge, critical thinking abilities, problem-solving skills and other competencies across different educational contexts.

Academic achievement is generally assessed through formal examinations, tests, assignments, classroom performance and continuous assessment. However, there is no universal agreement regarding the most appropriate method of measuring academic achievement or the relative importance of different forms of knowledge, such as declarative knowledge (facts and information) and procedural knowledge (skills and the ability to apply knowledge). Academic performance is influenced by several individual and environmental factors, and no single factor can consistently predict a student's level of achievement. Factors such as motivation, test anxiety, emotional well-being, learning environment, study habits and other psychological



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and social conditions may significantly influence academic performance. Therefore, a comprehensive assessment of academic achievement requires consideration of multiple dimensions that contribute to students' educational development and success.

Defining social maturity

Social maturity – the ability to interact effectively, adapt to environment and regulate emotions – is closely linked to academic achievement. Students with obvious prosocial behaviours, communication and cooperation perform much better in academic. Social withdrawal or behavioural description, on the other hand, may be detrimental to learning outcomes.

Social maturity is the capacity to understand, adapt to and operate within the social world. This includes acting responsibly within the bounds of age-appropriate societal expectations, constructively resolving conflicts, and balancing a student's individual needs with those of the broader community.

The development of social maturity is important for establishing and maintaining healthy relationships, for coping with stress in times of great crises, and for succeeding in the academic and professional worlds. Social maturity is a continuous life-long developmental process that is influenced by education, family and life experiences as opposed to chronological age.

Social Maturity is the ability to act and respond in accordance with the circumstances and culture of a society. Social Maturity is marked by a high degree of integration of the needs and objectives of the people into the social system. It is an important part of the life of adolescents because it can grow into adulthood. Society cannot accept persons who are socially immature.

Social Maturity is an important aspect of social development in adolescence, a period of rapid physical, cognitive and psychosocial development. A tribal adolescent girl is almost entirely dependent on her community for her total development in the society. Social Maturity Tribal adolescent girls include many different aspects such as social skills, vulnerability, and specific health risks.

Objectives

1. To know the level of Social Maturity and Academic Achievement of Secondary and Higher Secondary Tribal Adolescent Girl Students.
2. To study the significant relationship between Social Maturity and Academic Achievement of tribal adolescent girl students.

Sample area

Malda village of Padampur Sub-division of Bargarh District has been taken into consideration in the present study. The village is primarily of the Binjhal tribe.

Sample

Sample Population The sample population of the present study is 100 No.s of tribal adolescent girls in the age group of 10-19 years. The population consists of *60 students of Secondary* and *40 students of Higher Secondary*.



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Methodology

The choice of a stratified random sampling design was guided by the objectives of the present study. The general profile of the tribal adolescents is included in the study. The study was conducted through a simple oral interview.

To find out the Social Maturity of the respondents, Dr. Nalini Rao's Social Maturity Scale was used. The scale has three main dimensions and contains 90 items in nine specific dimensions:

- * **Personal Adequacy:*** Orientation to work, self-direction and tolerance to stress.
- * **Interpersonal Adequacy:*** Communication, enlightened trust and cooperation.
- * **Social Adequacy:*** Assessed by social commitment, social tolerance and openness to change.

The response options for the items are Strongly Agree, Agree, Disagree and Strongly Disagree with the score allocation of 4, 3, 2, 1 respectively. The composite score of the Social Maturity scale is obtained by summing up the scores of the 3 sub-scales of the Social Maturity Scale of a respondent.

RESULTS AND DISCUSSIONS

Table 1: Mean and standard deviation on Social Maturity of adolescent girls Background variables

Background variables	Number N	Mean	S.D.
Adolescent Girl students	100	224.7	11.35
Secondary students	60	224.16	11.44
Higher Secondary students	40	225.5	11.17

The mean value of Social Maturity of adolescent girl students was 224.7 as observed from table-1. The average Social Maturity of Secondary students (224.16) was slightly less than the average Social Maturity of Higher Secondary students (225.5). As the Academic Achievement of adolescent girls increases, Social Maturity also increases. No much significant differences were found in between the two categories. Higher Secondary girls were more socially mature than Secondary girls.

Table 2: Level of Social Maturity of adolescent girl students with reference to background variables.

Background variables	Low		Moderate		High	
	No.	%	No.	%	No.	%
Adolescent girl students	6	6%	82	82%	12	12%



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Secondary	4	6.67%	49	81.67%	7	11.67%
Higher Secondary	2	5%	33	82.5%	5	12.5%

From Table-2 it was observed that only few (12%) adolescent girl students were in high level regarding their overall Social Maturity. They were good at making adjustments within themselves, with the persons in their social environment and with social circumstances.

82% respondents were at moderate level and minimum (6%) had low level of Social Maturity. It means maximum tribal adolescent girls were able to adjust themselves and adjustment made with people in their surroundings.

Similarly, most of the Secondary and Higher Secondary students were in moderate level, few students were in high level and minimum students were in low level. Both categories have almost the same percentage. There is no significant variation in the Social Maturity level of Secondary and Higher Secondary girl students.

FINDINGS

- There is no significant difference between Secondary and Higher Secondary tribal adolescent girls students on their Social Maturity.
- The Level of Social Maturity and Academic Achievement of tribal adolescent girl students was moderate.
- The study reveals positive relationship between Social Maturity and Academic Achievement of tribal adolescent girl students.

CONCLUSION

There exists positive relationship between academic achievement and social maturity of tribal adolescent girls. Girls generally improve in their academic performance as they develop better inter-personal skills, self-direction and social responsibilities.

The present study reveals that the average value of Social Maturity is slightly higher in case of Higher Secondary students. The level of Social Maturity was moderate for both the Secondary and Higher Secondary students. Thus, there is a high positive correlation between social maturity and academic achievement of tribal adolescent girl students.

“It is natural that as we get older, the social maturity of adolescents grows too. But in their teenage years, they are often confused about their identity. This is exactly the time when academic activities determine their future. So, more importance should be given to the academic excellence along with Social Maturity. Sound and social matured environment can help an adolescent to perform better academically.

The study also highlights the role of supportive home, school and community environment in the development of social maturity among tribal adolescent girls. Improving social skills, self-confidence, cooperation and leadership qualities can make a significant contribution to better educational outcomes. Therefore, parents, teachers and policy makers should collaborate to create conducive environment which will promote social development and academic achievement among the tribal adolescent girls.



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The study emphasises social maturity as an important factor for the improvement of academic achievement and holistic development of tribal adolescent girls.

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